



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2008
Code: 11981481
SAU: MSAD 04
School: Piscataquis Community Middle

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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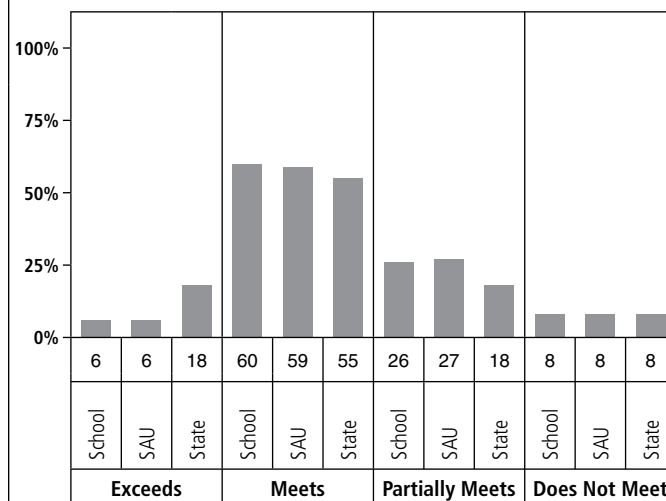
SUMMARY OF SCORES

Test Date: March 2008
Grade: 7
SAU: MSAD 04
School: Piscataquis Community Middle

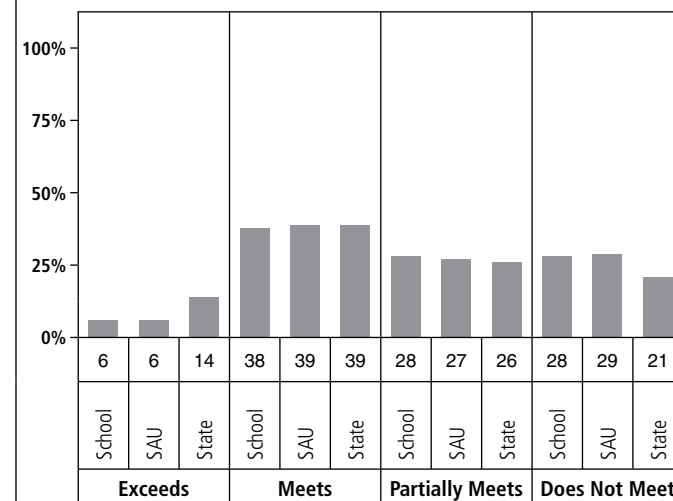
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	742	742	745
2006–2007	745	745	748
2007–2008	746	746	750
Cum. Avg. *	744	744	748
Mathematics			
2005–2006	739	739	740
2006–2007	741	741	742
2007–2008	739	739	743
Cum. Avg. *	740	740	742

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 7
 SAU: MSAD 04
 School: Piscataquis Community Middle

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	50	100	49	100	14818	100	50	100	49	100	14698	99	50	100	49	100	14694	99												
Ethnicity African American/Black	0	0	0	0	381	3	0	0	0	0	372	98	0	0	0	0	375	99												
American Indian or Native Alaskan	1	2	1	2	113	1	1	100	1	100	112	99	1	100	1	100	112	99												
Asian or Pacific Islander	0	0	0	0	219	1	0	0	0	0	213	97	0	0	0	0	217	99												
Hispanic	0	0	0	0	178	1	0	0	0	0	176	99	0	0	0	0	177	100												
Caucasian/White	49	98	48	98	13927	94	49	100	48	100	13825	99	49	100	48	100	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	3	6	3	6	2556	17	3	100	3	100	2508	99	3	100	3	100	2497	98												
Current LEP	0	0	0	0	363	2	0	0	0	0	352	97	0	0	0	0	360	99												
Economically disadvantaged	25	50	24	49	5461	37	25	100	24	100	5408	99	25	100	24	100	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	36	72	35	71	12195	82	36	72	35	71	12215	82						
Identified disability (PET/IEP)	0	0	0	0	418	3	0	0	0	0	421	3						
LEP	0	0	0	0	183	2	0	0	0	0	183	1						
504 plan	0	0	0	0	181	1	0	0	0	0	182	1						
Participation with accommodations	14	28	14	29	2320	16	14	28	14	29	2303	16						
Identified disability (PET/IEP)	3	21	3	21	1912	82	3	21	3	21	1900	83						
LEP	0	0	0	0	159	7	0	0	0	0	173	8						
504 plan	0	0	0	0	56	2	0	0	0	0	55	2						
Other	11	79	11	79	244	11	11	79	11	79	226	10						
Participation through alternate assessment (PAAP)	0	0	0	0	178	1	0	0	0	0	176	1						
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100						
LEP	0	0	0	0	5	3	0	0	0	0	4	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0												
Approved non-participation – special consideration	0	0	0	0	27	0	0	0	0	0	28	0						
Non-participation – other	0	0	0	0	93	1	0	0	0	0	96	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 04
School: Piscataquis Community Middle

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	1	2	1	2	1769	11
	2006-2007	6	10	6	10	2630	18
	2007-2008	3	6	3	6	2604	18
	Cum. Total*	10	6	10	6	7003	16
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	33	55	31	53	7521	49
	2006-2007	29	47	28	47	7605	51
	2007-2008	30	60	29	59	8049	55
	Cum. Total*	92	53	88	53	23175	52
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	18	30	18	31	3773	24
	2006-2007	15	24	15	25	3000	20
	2007-2008	13	26	13	27	2672	18
	Cum. Total*	46	27	46	28	9445	21
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	8	13	8	14	2399	16
	2006-2007	12	19	11	18	1620	11
	2007-2008	4	8	4	8	1190	8
	Cum. Total*	24	14	23	14	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	32.8	58.6	32.6	58.2	35.3	63.0
Literary Text	28	50	15.7	56.1	15.7	56.1	17.3	61.8
Informational Text	28	50	17.1	61.1	17.0	60.7	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 04
 School: Piscataquis Community Middle

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	3	6	30	60	13	26	4	8	746	49	6	59	27	8	746	14515	18	55	18	8	750
Ethnicity																						
African American/Black	0										0						365	10	49	19	22	742
American Indian or Native Alaskan	1										1						110	6	52	24	18	744
Asian or Pacific Islander	0										0						211	26	47	20	6	752
Hispanic	0										0						173	12	54	18	15	746
Caucasian/White	49	3	6	30	61	12	24	4	8	746	48	6	60	25	8	746	13656	18	56	18	8	750
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2330	2	30	36	32	735
No	47	3	6	30	64	10	21	4	9	747	46	7	63	22	9	747	12185	21	60	15	4	753
Current LEP																						
Yes	0										0						342	8	46	22	24	741
No	50	3	6	30	60	13	26	4	8	746	49	6	59	27	8	746	14173	18	56	18	8	750
Economically disadvantaged																						
Yes	25	1	4	15	60	7	28	2	8	745	24	4	58	29	8	745	5299	9	51	26	14	745
No	25	2	8	15	60	6	24	2	8	748	25	8	60	24	8	748	9216	23	58	14	5	753
Migrant																						
Yes	0										0						1					
No	50	3	6	30	60	13	26	4	8	746	49	6	59	27	8	746	14514	18	55	18	8	750
Gender																						
Female	31	3	10	19	61	7	23	2	6	748	30	10	60	23	7	748	7084	24	55	15	6	752
Male	19	0	0	11	58	6	32	2	11	744	19	0	58	32	11	744	7431	12	56	21	11	747
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	5	31	7	44	4	25	738	16	0	31	44	25	738	946	6	47	34	12	743
No	34	3	9	25	74	6	18	0	0	750	33	9	73	18	0	750	13569	19	56	17	8	750
Gifted/talented program																						
Yes	0										0						574	61	38	1	0	765
No	50	3	6	30	60	13	26	4	8	746	49	6	59	27	8	746	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 04
School: Piscataquis Community Middle

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	6 54 32 8	0 1 1 1	0 4 6 25	1 18 10 1	33 67 63 25	2 7 3 1	67 26 19 25	0 1 2 1	0 4 13 25	745 746 747 745	6 53 33 8	0 4 6 25	33 65 63 25	67 27 19 25	0 4 13 25	745 746 747 745	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	34 48 12 6	1 1 0 1	6 4 0 33	11 14 5 0	65 58 83 0	5 5 1 2	29 21 17 67	0 4 0 0	0 17 0 0	747 746 745 747	35 47 12 6	6 4 0 33	65 57 83 0	29 22 17 67	0 17 0 0	747 745 745 747	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	12 65 22 0	1 1 1 0	17 3 9 0	4 20 5 0	67 63 45 0	1 9 3 0	17 28 27 0	0 2 2 0	0 6 18 0	754 746 743 0	10 67 23 0	20 3 9 0	60 63 45 0	20 28 27 0	0 6 18 0	754 746 743 0	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
How difficult was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 72 18	0 3 0	0 8 0	4 21 5	80 58 56	0 10 3	0 28 33	1 2 1	20 6 11	750 747 742	10 73 16	0 8 0	80 58 50	0 28 38	20 6 13	750 747 740	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	8 63 29	0 2 0	0 7 0	3 16 11	75 53 79	0 9 3	0 30 21	1 3 0	25 10 0	745 745 749	9 64 28	0 7 0	75 53 77	0 30 23	25 10 0	745 745 748	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	52 44 4	1 2 0	4 9 0	15 13 2	58 59 100	9 4 0	35 18 0	1 3 0	4 14 0	746 747 750	51 45 4	4 9 0	56 59 100	36 18 0	4 14 0	745 747 750	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	20 32 12 36	1 1 1 0	10 6 17 0	6 11 3 10	60 69 50 56	2 4 1 6	20 25 17 33	1 0 1 2	10 0 17 11	747 749 748 743	18 33 12 37	11 6 17 0	56 69 50 56	22 25 17 33	11 0 17 11	746 749 748 743	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
Optional school/SAU question A. B. C. D.	0 0 0 0										0 0 0 0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 7
SAU: MSAD 04
School: Piscataquis Community Middle

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	5	8	5	9	1646	11
	2006-2007	6	10	6	10	2142	14
	2007-2008	3	6	3	6	2028	14
	Cum. Total*	14	8	14	8	5816	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	19	32	18	31	5497	36
	2006-2007	26	42	26	43	5642	38
	2007-2008	19	38	19	39	5703	39
	Cum. Total*	64	37	63	38	16842	38
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	26	43	26	45	4514	29
	2006-2007	18	29	17	28	4077	27
	2007-2008	14	28	13	27	3733	26
	Cum. Total*	58	34	56	34	12324	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	10	17	9	16	3797	25
	2006-2007	12	19	11	18	3001	20
	2007-2008	14	28	14	29	3054	21
	Cum. Total*	36	21	34	20	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.8	48.8	7.7	48.1	8.8	55.0
Cluster 2: Shape and Size	14	25	6.0	42.9	6.0	42.9	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	2.8	35.0	2.8	35.0	3.5	43.8
Cluster 4: Patterns	18	32	6.9	38.3	7.0	38.9	7.9	43.9

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 7
 SAU: MSAD 04
 School: Piscataquis Community Middle

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	50	3	6	19	38	14	28	14	28	739	49	6	39	27	29	739	14518	14	39	26	21	743
Ethnicity																						
African American/Black	0										0						372	5	24	25	45	731
American Indian or Native Alaskan	1										1						110	5	30	36	29	736
Asian or Pacific Islander	0										0						216	25	34	23	18	748
Hispanic	0										0						175	9	32	30	29	737
Caucasian/White	49	3	6	19	39	13	27	14	29	739	48	6	40	25	29	739	13645	14	40	26	20	743
Not Reported	0										0						0					
Identified disability																						
Yes	3										3						2321	2	16	26	55	727
No	47	3	6	18	38	12	26	14	30	739	46	7	39	24	30	739	12197	16	44	26	15	746
Current LEP																						
Yes	0										0						356	7	23	24	45	731
No	50	3	6	19	38	14	28	14	28	739	49	6	39	27	29	739	14162	14	40	26	20	743
Economically disadvantaged																						
Yes	25	2	8	6	24	8	32	9	36	735	24	8	25	29	38	735	5301	5	31	31	33	736
No	25	1	4	13	52	6	24	5	20	743	25	4	52	24	20	743	9217	19	44	23	14	747
Migrant																						
Yes	0										0						1					
No	50	3	6	19	38	14	28	14	28	739	49	6	39	27	29	739	14517	14	39	26	21	743
Gender																						
Female	31	1	3	15	48	8	26	7	23	741	30	3	50	23	23	741	7086	14	40	26	20	743
Male	19	2	11	4	21	6	32	7	37	737	19	11	21	32	37	737	7432	14	38	25	22	743
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	16	0	0	1	6	4	25	11	69	723	16	0	6	25	69	723	946	4	23	36	37	733
No	34	3	9	18	53	10	29	3	9	747	33	9	55	27	9	747	13572	15	40	25	20	743
Gifted/talented program																						
Yes	0										0						575	64	31	3	1	765
No	50	3	6	19	38	14	28	14	28	739	49	6	39	27	29	739	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 7
SAU: MSAD 04
School: Piscataquis Community Middle

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	6	0	0	1	33	2	67	0	0	741	6	0	33	67	0	741	6	7	29	26	37	734
B. less than one hour	54	2	7	11	41	6	22	8	30	739	53	8	42	19	31	739	50	13	39	26	22	742
C. one to two hours	32	0	0	7	44	4	25	5	31	739	33	0	44	25	31	739	40	15	42	26	17	744
D. more than two hours	8	1	25	0	0	2	50	1	25	744	8	25	0	50	25	744	4	16	37	23	24	742
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	2	13	6	38	3	19	5	31	740	33	13	38	19	31	740	32	21	40	23	16	747
B. They match some of what I have learned.	54	1	4	9	33	9	33	8	30	737	53	4	35	31	31	737	50	12	42	27	19	743
C. They match just a little of what I have learned.	12	0	0	4	67	2	33	0	0	750	12	0	67	33	0	750	15	7	32	31	30	737
D. There is no match.	2	0	0	0	0	0	0	1	100	726	2	0	0	0	100	726	3	4	17	21	58	726
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	10	1	20	2	40	2	40	0	0	750	10	20	40	40	0	750	25	34	42	13	11	753
B. good	38	2	11	8	42	6	32	3	16	744	39	11	42	32	16	744	47	10	45	27	18	743
C. fair	38	0	0	7	37	4	21	8	42	735	37	0	39	17	44	734	23	3	30	36	32	735
D. poor	14	0	0	2	29	2	29	3	43	731	14	0	29	29	43	731	5	1	17	32	49	729
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	30	0	0	7	47	4	27	4	27	738	31	0	47	27	27	738	36	6	38	29	27	738
B. about the same as my regular schoolwork	64	3	9	12	38	9	28	8	25	741	63	10	39	26	26	741	53	13	42	27	18	744
C. easier than my regular schoolwork	6	0	0	0	0	1	33	2	67	729	6	0	0	33	67	729	11	40	32	15	13	753
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	0	0	11	42	8	31	7	27	738	51	0	44	28	28	738	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	48	3	13	8	33	6	25	7	29	740	49	13	33	25	29	740	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						5	10	27	27	36	736
How often do you use laptops in mathematics class?																						
A. almost every day	8	0	0	2	50	0	0	2	50	730	8	0	50	0	50	730	9	15	37	25	23	742
B. two or three days a week	54	1	4	13	48	6	22	7	26	741	53	4	50	19	27	741	20	13	41	26	20	743
C. two or three times each month	30	2	13	3	20	7	47	3	20	741	31	13	20	47	20	741	30	15	40	27	18	744
D. never or almost never	8	0	0	1	25	1	25	2	50	731	8	0	25	25	50	731	41	13	39	26	23	742
How often do you use calculators in mathematics class?																						
A. almost every day	28	0	0	5	36	4	29	5	36	736	27	0	38	23	38	736	20	17	39	23	22	744
B. two or three days a week	54	1	4	11	41	7	26	8	30	738	55	4	41	26	30	738	29	16	40	25	19	744
C. two or three times a month	14	1	14	3	43	2	29	1	14	745	14	14	43	29	14	745	26	13	40	28	20	743
D. never or almost never	4	1	50	0	0	1	50	0	0	759	4	50	0	50	0	759	24	10	39	27	24	740
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	14	1	14	2	29	1	14	3	43	737	14	14	29	14	43	737	8	7	32	26	35	736
B. 30–45 minutes	62	1	3	13	42	9	29	8	26	740	61	3	43	27	27	740	41	12	38	27	23	741
C. 45–60 minutes	22	1	9	4	36	3	27	3	27	738	22	9	36	27	27	738	41	17	42	24	16	745
D. more than 60 minutes	2	0	0	0	0	1	100	0	0	740	2	0	0	100	0	740	10	15	38	25	22	743
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											